

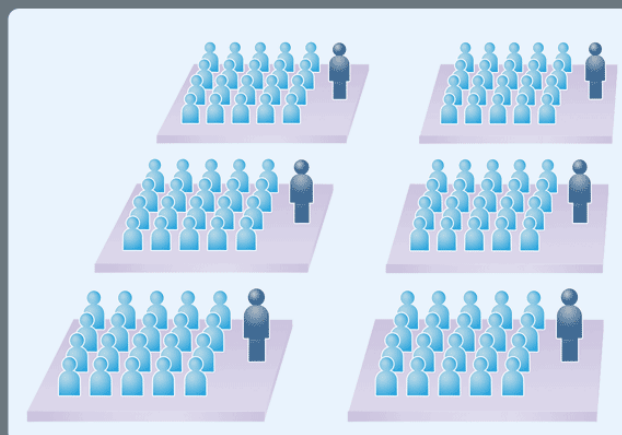
Our school is part of a community, called iZone360, which is reimagining the traditional school model in order to address the needs, strengths, and motivations of each student.



## Why We Need to Innovate

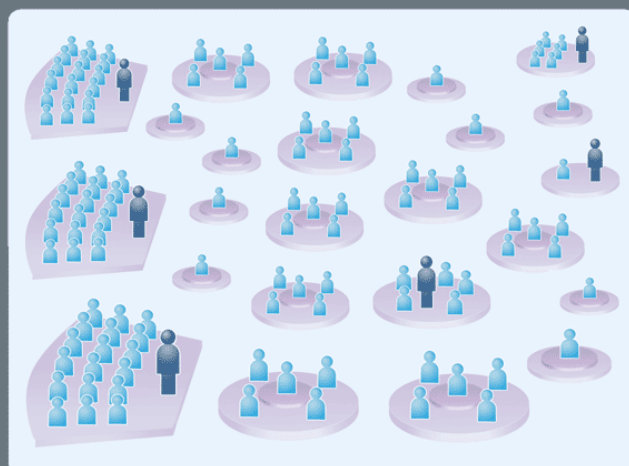
“Time is learning’s warden” --Prisoners of Time, 1994

Not all children learn the same thing on the same day in the same way. Students at MS 223 need more time to be able to catch up, to be competitive. The diverse student population at MS 223 will benefit from the best experiential, inquiry-based practices which foster critical thinking and problem-solving skills, but to do this takes time and a new ways of structuring the school year. MS 223 personalizes learning for all students by providing a rigorous academic curriculum and well-rounded high quality experiential learning curriculum.



## A New Approach to School

Each year MS 223 provides 200+ days of educational experiences for all students including: Summer Camp, Boarding School, and Extended After School Hours. With the array of high-quality experiential opportunities provided, students are expected to graduate on time. MS 223 supports three overarching themes: Finance, Technology, and Language. In addition, students participate in approximately 10 activities each year including: team-building • advisory • college trips • the arts, culture and music • outdoor and overnight excursions • civic projects • internships • externships • sports



How can we reimagine and transform curriculum and assessment to help all students meet or exceed the Common Core Standards and other rigorous academic standards?

MS 223 employs methods which engage students in hands-on enrichment to support inquiry-based/problem-based teaching and learning methods. Students participate in blended classrooms, experiential and outdoor learning, flipped learning, and classes with teachers trained in co teaching models, QTEL and SIOP. They produce digital portfolios which they share in student-led conferences.



How do curriculum and assessments need to change to prepare students for dynamic and demanding colleges, careers, and communities?

MS 223 focuses on student achievement through providing more time for students to learn, but not more of the same. By providing what is usually considered extra-curricular by many, MS 223 makes these experience mandatory and part of the curriculum and aligns student experiences to the core themes of Finance, Technology, and Language. All students take PSATs and SATs and are prepared to apply for college should that be their choice.



iZone360

At MS 223, a flexible schedule allows for students to meet with peer tutors and mentors and with their Advisor for one-on-one counseling. Students are expected to use an on-line system to plan courses and learning experiences, track grades, and plan for post-secondary experiences. Students participate in interest surveys and career planning sessions.



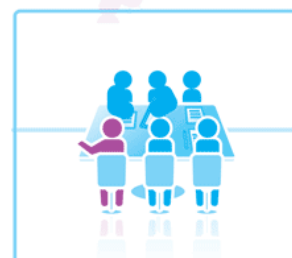
Students at MS 223 belong to institutes/academies (Grades 6-8, Grades 9-10, Grades 11-12). At each level students master key concepts aligned to academic standards, keeping track of their progress through the on-line system. Students meet with their Advisory group and Advisor to share portfolio work, to rehearse for student-led conferences, and to plan for their futures. Students can receive daily feedback on their work.

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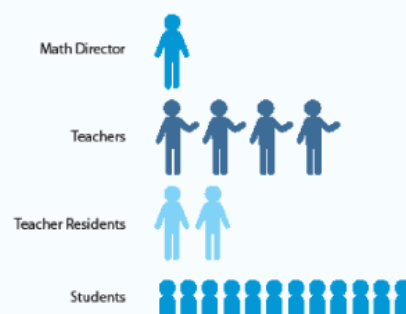
How will students take ownership of their learning and learn how to work in a variety of live and virtual settings?

At MS 223, students learn how to advocate for their own learning. Technology plays an essential role: They collaborate using wikis and communicate with blogs. Math uses Time to Know, students who need credit recovery can do so online, and students who need more advanced challenges have opportunities to participate in open courses and with CollegeNow. Mixed age tutoring is also available.



How will staff take on new, flexible roles as coaches and facilitators to guide student learning? How can alternative staffing models help meet each student's needs?

MS 223 uses alternative staffing models to extend the day for students as well as staff. More flexible scheduling allows for more teacher collaboration and teams of department teams, co-teaching pairs and gradewide teams meet regularly to assess student progress, make curricular adjustments and plan out future student experiences. In collaboration with outside organizations, teachers direct college educated volunteers to support students in nearly every math and English classroom to reduce the adult to student ratio.



How can we create flexible and real-world learning environments by re-imagining our use of technology, scheduling, and community/home resources?

Leveraging multiple instructional modalities

Large Group Instruction



Small Group Instruction



Small Group Collaboration



Virtual instruction delivered by software



Virtual instruction delivered by remote instructors



Independent learning

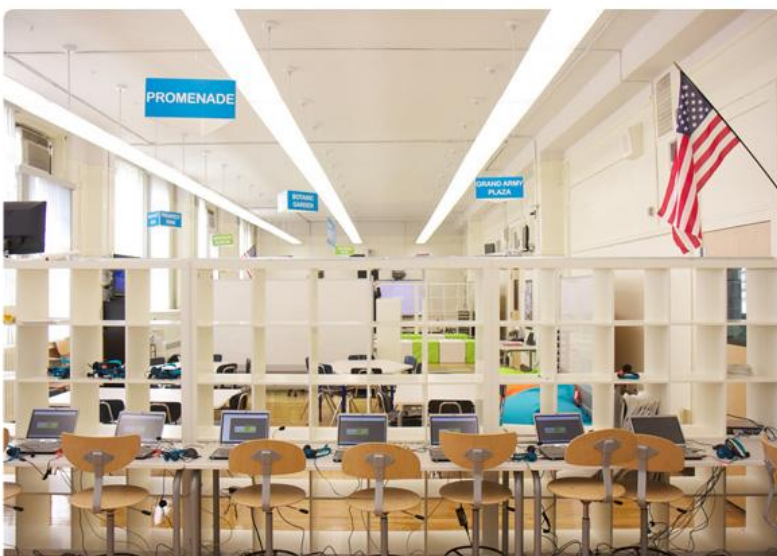


Peer tutoring



MS 223 employs flexible scheduling and real-world learning environments including: summer institute, service learning, experiential learning, flexible school days, and academies. Students also engage in intergenerational peer tutoring. By knowing all of our students in both an academic and social-emotional context, we utilize our resources to give each student the best preparation for college and careers.

MS 223 provides students with a rigorous academic curriculum whereby students use their whole being to engage in learning. We encourage our greater school community to bring their talents and skills to our students while we look to leverage resources and opportunities outside of our neighborhood to provide a variety of educational opportunities for our students.





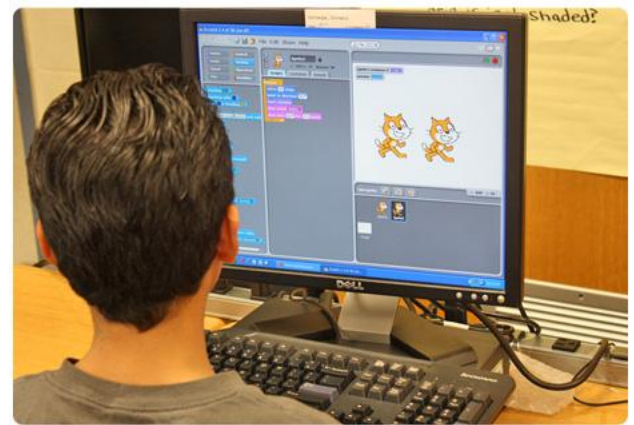
Students begin their day according to a schedule that is varied for grade levels and includes a chance for students to check in with their advisors, review their grades and assignments online or participate in arts programs.



During a science class, students break into separate groups led by a teacher and a teacher resident to provide both targeted follow up instruction and accelerated instruction based on last week's lab reports.



Building off of the intensives from last term, students communicate via Skype with a professional who has agreed to mentor a group of students working on their independent study capstone project.



Students in math class rotate through stations which include, virtual instruction, minilesson and new material and designing your own performance task in teams.



When the bell rings, students transition to a variety of integrated programming in the arts, academic intervention, student led clubs and advising. Teachers finish up meetings they began during the day. Time to get rest for tomorrow!

